

**ASSESSMENT OF THE HOUSTON LIVESTOCK SHOW AND RODEO
SCRAMBLE HEIFER PROGRAM**

A Thesis

by

MERRIDETH MICHELLE KUHL

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

May 2009

Major Subject: Agricultural Education

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Approved by:

Chair of Committee,	Chris Boleman
Committee Members,	Jodi Sterle
	Scott Cummings
Head of Department,	Jack Elliot

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ABSTRACT

Assessment of the Houston Livestock Show and Rodeo

Scramble Heifer Program. (May 2009)

Merrideth Michelle Kuhl, B.S., Texas A&M University

Chair of Advisory Committee: Dr. Chris Boleman

By tradition, the scramble heifer program has been portrayed as a strong animal project for which youth participate. These projects are yearlong; require a time commitment, monetary support, and dedication from the students. Animal science projects are well known for teaching life skills such as leadership, communication, working with groups, making decisions, and work ethic. Therefore, this study was developed to determine the life skills gained and the educational influence youth acquire as a result of raising a breeding heifer from the scramble program and the associated economic costs.

The development of a participant questionnaire was used to address the above aforementioned purpose. The questionnaire was developed by Dr. Chris Boleman and the researcher, in conjunction with the Houston Livestock Show & Rodeo. The questionnaire was administered via (web) mailing techniques through the assistance of the Houston Livestock Show & Rodeo. The census included 400 calf scramble participants for the years 2005, 2006, and 2007. The survey consisted of 60 items and

included scales on demographics, life skills obtained, management of project, and educational and/or career goals questions.

Conclusions showed that the calf scramble program enhanced the youth's life skills in many areas. Focusing on the development of accepting responsibility was the life skill that was most influenced. In addition to the life skills gained, the calf scramble had an impact on the educational goals of youth. 84% of respondents said that participating in the Houston Livestock Show & Rodeo Calf Scramble Program contributed to their educational goals. Contributions included increased motivation, focused goals; livestock knowledge gained, allowed them to start a college fund, and influenced their career choice. The associated economic cost concluded for maintenance of a project was an average of \$5,443. Therefore the cost for the youth is known to be spread out across multiple areas.

As a result of this study, the researcher recommends that youth should be encouraged to take part in the calf scramble program at the Houston Livestock Show & Rodeo. In addition, it should be promoted to youth to involve themselves in other leadership-developmental activities through other programs to further enhance their life skill development.

DEDICATION

This is dedicated to my family and Tim
I never would have been able to make it this far,
And you are the reason I am where I am today.

ACKNOWLEDGEMENTS

I would like to thank my committee chair, Dr. Chris Boleman, and my committee members, Dr. Jodie Sterle and Dr. Scott Cummings, for their guidance and support throughout the course of this research.

The completion of my graduate studies would not have been possible if it was not for the support and wonderful people in my life. In the beginning of my graduate studies my timing could not have been more perfect. In working with Dr. Boleman he had discussed a possible project with the Houston Livestock Show & Rodeo in measuring the successfulness of their scramble heifer program. Dr. Boleman discussed the project with me, and soon I was to start work on the project. Dr. Boleman, what can I say, I owe my work to you. You have always been there in support and allowed me to take the project and run with it. I have known you for a long time, and you have always been someone I consider a mentor. I look forward to working with you again in the future.

Dr. Jodi Sterle, I don't even know where to start except for my freshman year. That is where it all started for me, and I have enjoyed working with you along the way. I cannot be more thankful for the advising, life directions, and support that you have provided me along my journey through the past six years. You are the most amazing person, professor, mom, and friend that I know; I can only strive to be as successful as you in all aspects of life. I look up to you and admire your endeavor as a woman in the agricultural industry and hope to be as triumphant as you are. I look forward to working with you in the future and hope that we can keep in touch through my new journey

My family, there is absolutely no way that I would be anywhere close to where I am today without you. The moral support that I received throughout my graduate studies could never be repaid. Tim, without your support, vote of confidence in me, and pushing me throughout my graduate studies I would not be where I am today. You made me smile when I needed it, were supportive throughout, and also were there when I needed a break. I look forward to a bright future with you and dedicate this to you and my family.

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CHAPTER I

INTRODUCTION

Background of the Study

The 4-H and FFA programs across Texas have a massive impact on youth, touching more than a million youth a year. The livestock industry contributes to youth development through these programs such as 4-H, FFA, and animal projects inside and outside the show ring. The motto of these associations is “learning by doing.” These youth organizations offer numerous opportunities for youth to learn and acquire leadership, development, and life skills which in turn are important in playing a role in society today. Youth members of these organizations have the opportunity to participate in a number of projects ranging from family and consumer sciences to livestock projects, to leadership and even agricultural mechanics. Through participating in these hands-on experiences, youth are better able to learn and apply necessary skills to their lifestyles (Boyd, 1991; Wingenbach & Kahler, 1997; Friesenhahn, 1999; and Howard, 2001).

Currently the Houston Livestock Show & Rodeo is one of the largest livestock shows in the world. One of the more well known activities for youth is the calf scramble at the Houston Livestock Show and Rodeo. The calf scramble program allows youth to catch a calf in the rodeo arena and then is presented with a certificate, which is funded by a sponsor, in order to purchase a breeding heifer for the next show season.

This thesis follows the style and format of the *Journal of Extension*..

Standing behind their motto “Benefiting Youth and Supporting Education”, the Houston Livestock Show & Rodeo has a long history of providing agriculture education opportunities for the youth of Texas. The most recognized educational opportunity is the Houston Livestock Show & Rodeo Calf Scramble Program.

Life skills from the following research were used in the study. Boleman, Cummings, and Briers (2004) recognized at least seven life skills that are developed through beef projects; 1) accepting responsibility, (2) setting goals, (3) developing self-discipline, (4) self motivation, (5) knowledge of the livestock industry, (6) building positive self esteem, and (7) decision making.

Theoretical Base for the Study

Through the review of previous studies, it is clear that there is supporting evidence to conclude that life skills are gained by youth through livestock projects. Participants in 4-H competitions discovered that these events were very valuable to them in terms of teaching responsibility, building self-confidence and self worth, and preparing them to face challenges in a competitive world (Radhakrishna, Everhart, and Sinasky, 2006). What life skills are being developed in today’s youth, who are exhibiting livestock projects, is a common question from the stakeholders of the Houston Livestock Show & Rodeo.

The level of life skill development, participant’s management of their beef heifers, cost to the youth, and their educational and career goals have been an essential base for the Houston Livestock Show & Rodeo Calf Scramble Program. Currently,

many youth organizations are testing the effectiveness of programs due to current budget constraints and even considering termination of certain youth activities.

Youth that take part in various livestock programs have been successful in developing life skills. Throughout the history of 4-H youth programming, the development of valuable life skills such as communication, problem solving, and understanding one's self have been taught through experiential learning activities (Boyd, Herring, & Briers, 1992). Boleman, Cummings, and Briers (2005) provide further research to support the statement that life skills are gained through exhibiting livestock. Boleman, Cummings, and Briers (2004) reported comparable results in their study as well. McMann and McMann (1992) stated that the livestock judging activity provides youth who have an interest in the livestock industry the opportunity to develop necessary skills for their futures and their careers.

Statement of the Problem

In the available research surrounding the topic of life skills and youth, there is still minimal information on the impact of beef projects and the relation to life skills gained. Ward (1996) found that participation in the 4-H animal science programs does have a positive influence on life skill development. While previous research has provided us with studies (Singletary, Smith, & Evans, 2006; Boleman, Cummings, & Briers, 2004; Ward, 1996; Boyd, Herring, & Briers, 1992) that focus on life skill development in youth; this research falls short in the comparison of beef cattle projects. The need to conduct further research exists in order to fully comprehend the interaction.

By tradition, the scramble heifer program has been portrayed as a strong animal project for youth. These projects are a yearlong; require a time commitment, monetary support and dedication from the students. Animal science projects are well known for teaching life skills such as leadership, communication, working with groups, making decisions, and work ethic. Therefore, this study was developed about to determine the life skills gained, the educational influence that youth acquire as a result of raising a breeding heifer from the scramble program, and determine to additional needs of youth participating in the scramble program.

Purpose and Objectives

The purpose of this study was to determine the educational impact youth gain as a result of raising a breeding heifer and to determine additional needs of youth participating in the scramble program. The more specific objectives are listed below:

1. Determine the level of youth life skill development that can be attributed to raising a breeding heifer through the Houston Livestock Show & Rodeo Scramble Program;
2. Reveal how youth participants manage the breeding heifer (feeding schedule, shelter location);
3. Establish cost to the youth to properly raise the breeding heifer for the one year time period;
4. Ascertain what youth do with the breeding heifer after exhibition at the Houston Livestock Show & Rodeo; and

5. Determine if participating in the Houston Livestock Show & Rodeo Scramble Program contributes to participants' educational and / or career goals.

Also, for the purpose of this study, demographic variables were defined as age, gender, years in 4-H or FFA, how the certificate was obtained, if they ever participated in scramble program elsewhere, and did the student have additional livestock projects. Life skills that were measured were, decision making, ability to relate to others, develop and maintain records, accepting responsibility, build positive self-esteem, self motivation, knowledge of livestock industry, develop organizational skills, ability to problem solve, develop oral communication skills, setting goals, develop self-discipline, develop self-motivation, work in teams, writing skills, record keeping skills, and financial management.

CHAPTER II

REVIEW OF LITERATURE

The review of previous literature allows a foundation to be built focusing on the association between youth's life skill development, educational and career goals, and participation in the Houston Livestock Show & Rodeo Calf Scramble Program.

Development of life skills in youth is discussed followed by the value of 4-H competitive events. In addition to life skill development two important youth agricultural organizations and the last section provides a complete view of the Houston Livestock Show & Rodeo Calf Scramble Program. The following literature review is divided into seven sections:

1. Developing Life Skills in Youth
2. The Value of 4-H Competitive Events
3. Life Skill Development Related to Participation in Animal Science Projects
4. Texas 4-H Program
5. Texas FFA Association
6. Associated Cost of Livestock Projects
7. Houston Livestock Show & Rodeo Calf Scramble Program

Developing Life Skills in Youth

Touching more than a million youth a year the 4-H and FFA programs across Texas have a massive impact on youth. The livestock industry contributes to youth through various programs such as 4-H, FFA, and animal projects in the show ring including the Houston Livestock Show & Rodeo Calf Scramble Program. Research will

go to show that the influence of livestock on youth is substantial, and presents itself in many different forms. Ranging from life and development skills to educational and career goals, agriculture and the livestock community have an effect on youth. Studies show the connection between 4-H, FFA, livestock projects and life and development skills that youth achieve, develop, and use later in life.

Studies have shown that the experiences that young people have during early adolescence provides for a foundation for their life. Ricketts and Newcomb (1984) gathered figures from 12th grade seniors in middle Tennessee. The study observed that “vocational agricultural students/FFA members from both superior and non-superior chapters possessed significantly more leadership and personal development abilities than non-vocational agricultural students.” Leadership of the 4-H and FFA organizations wants its members to gain more from their projects than ribbons, trips, trophies, and monetary benefits.

More importantly, 4-H and FFA leadership want the youth to gain project, development, and life skills. According to Rusk, Summerlot-Early, Machtmes, Talbert & Balschweid (2003) and Balschweid (2003), acquiring knowledge and skill are the most important aspects of successfully raising an animal. Researchers determined that there was a close relation between the knowledge acquired and experience gained through animal and 4-H projects. Boyd, Herring, and Briers (1992) found that the development of life skills allows youth to cope with their environment by making responsible decisions, having a better understanding of their values, and being better able to communicate and get along with others. Youth members are learning to work

more effectively and efficiently through a 'learning by doing' process to achieve life skills. This 'learning by doing' process refers to livestock projects in 4-H and FFA.

Additionally, alumni of 4-H, FFA, and livestock programs assign credit to their experiences in these youth programs (Fox, Schroeder, & Lodl, 2003). Ward (1996) created evidence to support that alumni attribute life skill development and career choices to their participation in the 4-H animal science programs. Alumni rated the influence that 4-H and other youth programs had on them and their career decisions. The average response for the influence correlation was 4.2 on a five-point scale (Ward, 1996). Skills many times are gained outside of the projects are used, for example decision-making, people, and social skills. More than seventy percent of youth participants in 4-H and FFA clubs related their life skills gained to cleaning pens and stalls as well as feeding, grooming, practicing, and training their animals.

Life skills are also acquired by participants in livestock judging contests, determining a balanced ration for feed, working on a community service project, giving a presentation before an audience, and serving as a club officer or committee member. Participation on livestock judging teams is credited with improved critical thinking skills, enhanced self-confidence, and development of better team skills (Smith, 1989). Rusk, Martin, Talbert and Balschweid (2002) determined to find the life skills that were attributed to participating in the livestock judging program in Indiana's state 4-H program. McCann and McCann (1992) supported this and stated that the livestock judging activity provides youth with an opportunity to develop necessary life skills. A survey instrument was developed and focused towards individuals who participated in

Indiana's 4-H livestock judging program between 1975 and 1995. A total of 294 alumni from the livestock judging program were mailed surveys and 185 respondents completed and returned the survey after a five week period. A list of ten life skills associated with the workforce preparedness was identified and used in the survey to determine the influence that livestock judging had on them. The ten life skills were decision making, ability to verbally defend a decision, livestock industry knowledge, oral communication, organization skills, problem solving, self-confidence, self-discipline, self-motivation, and team work. The five point scale developed by McCann and McCann (1992) and Rusk et al. (2002) concluded that the Indiana 4-H livestock judging program has had a positive impact on the lives of its participants.

By participating with their livestock projects, 4-H clubs and working closely with the community youth are able to learn and pick up on valuable development skills and life skills. Mincemoyer and Perkins (2001) define community youth development as creating opportunities for young people to connect to others, develop skills, and utilize those skills to contribute to their communities. That, in turn, increases their ability to succeed. As with positive youth development, a community youth development orientation involves shifting away from concentrating on problems toward concentrating on strengths, competencies, and engagement in self-development and community development. These life and development skills will be significantly applied later in life and will allow the student to grow into an extremely knowledgeable adult.

Youth are greatly affected and able to grow within and outside of the livestock industry. Expansion of knowledge for youth is increased when growing up around

livestock ventures, and youth organizations. Russell (1993) found that an initiative should be aimed at communicating a more positive image of agriculture to young people and reaching a larger pool of youth through 4-H and high school agricultural/FFA activities, and related agricultural literacy programs for youth in the inner city. There are various skills that are gained through working with livestock and being involved within clubs and organizations. For example, animal knowledge, responsibility, self confidence, sportsmanship, decision-making, problem solving, and people skills are just a few of the many skills that youth are able to learn from the livestock project.

Young students use the responsibility gained through their livestock projects to assist them in developing a strong work ethic, in becoming dedicated and committed to other projects they had begun, and to complete homework. Animal knowledge skills are also acquired by youth and used with their animal science, biology, and genetic classes. Ward (1996) also found that youth development professionals have evidence that 4-H animal programs benefit participants by helping them develop valuable life skills. Boleman, Cummings, and Briers (2004) provide further research on parents' perceptions of life skills gained through participating in beef projects. Boleman, Cummings, and Briers (2004) concluded that parents of youth participating in the 4-H beef project agree that life skills are being enhanced. They have recognized at least seven life skills that are being developed through the beef projects, (1) accepting responsibility, (2) setting goals, (3) develop self-discipline, (4) self motivation, (5) knowledge of the livestock industry, (6) build positive self esteem, and (7) decision making.

Decision-making and problem solving skills can be gained when working closely with animals and clubs. Youth have exhibited enhanced public speaking and people skills through livestock judging and speaking projects about the animal industry. Youth gain sportsmanship skills by exhibiting their livestock fairly, and striving to do their best. There is often a correlation between years of exhibition and life skills gained (Boleman, Cummings, & Briers, 2005). The data collected by Boleman, Cummings, & Briers (2005) provides evidence that years of exhibition and life skills gained are highly correlated and proves to be beneficial.

Developing life skills allows youth to cope with their environment by having a better understanding of their values, being able to make responsible decisions, and being better able to communicate with their peers. Boyd, Herring, & Briers (1992) found that level of leadership and life skill developed increased when 4-H members increased their level of participation in the 4-H program. This increase is usually found in students that have grown up around the livestock industry and have a desire to succeed, and obtain a great deal knowledge within youth programs. Autonomy-oriented leaders bring certain sets of skills and interest to youth groups that maximize youth's potential for healthy growth and development. Astroth (1996) found that in 4-H, as in other non-formal youth programs, youth have the unique opportunity to exert influence over the success or failure of various parts of the program. Programs designated for youth, such as YMCA, often do not offer the amount of information and skills that are gained through 4-H, FFA, and other livestock oriented youth programs. Livestock oriented programs offer the students and youth the knowledge about animals, health care, maintaining feed and

weight, exercise, sportsmanship skills, people skills, oral and public speaking skills, just to name a few.

Through the review of previous studies, it is clear that there is supporting evidence to conclude that life skills are gained by youth through livestock projects. The perceptions of 4-H participants even perceived that 4-H competitions was very valuable to them in terms of teaching responsibility, building self-confidence and self worth, and preparing them to face challenges in a competitive world was found by Radhakrishna, Everhart, and Sinasky (2006). The life skills that are developed in today's youth who are exhibiting livestock projects is a common question from the stakeholders of the Houston Livestock Show & Rodeo.

The Value of 4-H Competitive Events

The Oxford dictionary defines competition as the activity of competing against others. Midura and Glover (1999) identified three main categories of competitions: the military model, the reward model, and the partnership model. In the military model each competitor is expected to see others as the "enemy". In the reward model each team member competes for the rewards of winning the game or competition. The partnership model varies from the other two in that the competitors are not expected to view their opponents as the rival. Research also noted that children understand competition very differently depending on their developmental phase.

Numerous studies (Norland & Bennett, 1993; Keith & Vaughn, 1998; Davis, Keith, Williams, & Frazee, 2000; Fetsch & Yang, 2002; & Radhakrishna, Everhart, & Sinasky, 2006) on competitive events summarize both are positive and negative

influences of competition on young people's development. Examples of positive influences include: assisting youth in learning democratic values, greater academic success, and the overall appreciation for personal well-being and physical strength. Additionally, studies have also proven that competitive events in 4-H assist in lowering numbers in youth delinquency, stimulates creativity, supports social behavior, prepares youth for the competitive world, and provides motivation.

Kieth and Vaughn (1998) state that regardless of their demographic background, parents of 4-H members had a very positive attitude toward 4-H competitions. Keith and Vaughn define the major reasons parents encouraged their children to participate in 4-H competitive events were because they perceived it enhanced their child's personal skill development and self esteem. The major concerns of the parents were centered on the excessive parental involvement and unethical practices in 4-H competitive events.

Perkins (2000) is an opponent of competitive events and argues that it decreases self esteem and fosters individualism. Perkins also believes it encourages unbalanced skill development, false judging about individuals, cheating and unfair practices, fosters aggressive behaviors, improper parental attitudes, and individualism rather than team cooperation. Regardless of positive or negative influence of competition to young people's development, competition not placed in a proper perspective coupled with sportsmanship and fairness may be detrimental to youth development and self-esteem (Perkins, 2000).

Davis et al. (2000) validated the benefits gained through competitive livestock showing by 4-H members. The three methods that were used are in-depth interviews,

field observations, and review of historical documents. The results demonstrated seven major themes; social relations, character, family, competition, new cultures and environments, and financial responsibility. The results concluded that participation in competitive livestock projects benefits 4-H participants in successfully developing life skills. Several sub-categories were found in the responses from recipients such as development of responsibility, work ethic, decision-making skills, sportsmanship and exposure to the loss of something cared for such as an animal.

Radhakrishna, Everhart, and Sinasky (2006) study sought to determine the attitudes about 4-H competitive events as perceived by 4-H participants. Throughout the study around 182 4-H participants responded to a two-section survey that contained 29 statements plus program and demographic information. A survey was distributed to 182 4-Hers in August of 2004 at the Pennsylvania State University. The first section of the survey of perceived attitudes resulted in 13 of the 15 positive statements having a mean value of 4.0 or higher, indicating agreement. The research concluded with participants disagreeing that 4-H competitions promote aggressive behavior in youth, cheating and/or unethical behaviors, and inhibit teamwork. Finally, strong relationships existed between 4-H programs and demographic characteristics and apparent attitudes about 4-H competitions.

Further research by Weber and McCullers (1986) acknowledged that in order to achieve its mission of helping children develop into useful and productive adult members of society, the 4-H program relies on a system of rewards within an atmosphere of competition. In the 4-H atmosphere it is no secret that competition and

material rewards are used to improve performance and motivation in youth. However, the concluding results go to show that the notion that blue ribbons serve as a positive role of increasing motivation and performance may not always be true.

Life-Skill Development In Relation to Animal Science Projects

Past studies have investigated the association between participation in 4-H animal science projects and the occurrence of valuable skills for living. Throughout these studies there are limited data that alumni attribute life skill development to their participation in the 4-H animal science program, and in their career choices.

Ward (1996) developed a survey to gather data on the relationship between alumni and life skills gained. The survey was a four point Likert scale that had been pretested on five alumni for comprehension. There were two sections that contained questions pertaining to alumni and gained life skills. The first section asked questions to determine the influence that 4-H animal science programs had in the development of life skills. The second section questioned the animal science project in assisting in the development of life skills and the effectiveness of certain activities. The results from the 52 respondents concluded 4-H animal science programs appear to have a positive influence on the development of important and essential life skills.

A recent study was conducted in Idaho to determine the impact of the 4-H animal judging program on former participants and asked if judging influenced their lives.

Nash and Sant (2005) found that the judging program has affected the development of animal industry knowledge and is at least moderately influential on the development of communication, decision-making, problem solving, self-discipline, self-motivation,

teamwork, and organization. The results of the Idaho 4-H alumni study indicated that the judging experience definitely influenced their personal success.

Boleman, Cummings, and Briers (2005) developed an assessment of life skills that were gained by youth showing beef, swine, sheep, or goat 4-H projects. Each species had a response that was similar to the other. Beef species revealed the top three life skills that influenced them through exhibiting beef projects were accepting responsibility, setting goals, and developing self-discipline. Respondents for the swine species indicated accepting responsibility, developing self-discipline, and self motivation as the top three influential life skills. Sheep respondents stated that accepting responsibility, setting goals, and developing self-discipline were their three main life skills. The life skills noted by goat participants were accepting responsibility, building positive self esteem, and developing self-discipline. Overall, the respondents indicated that life skills were being developed as a result of exhibition of these projects.

Texas 4-H

The seed of 4-H as a practical idea and “hands-on” learning came from the desire to make public school education more connected to country life. The Texas 4-H program began to develop in 1908 when Mr. Tom Marks, a Jack County Extension agricultural agent, organized a corn club with over 25 boys participating. Mr. Marks started the club to educate youth on the new production technology that the seasoned farmers were reluctant to adopt. Almost immediately new clubs across the state began to grow such as girls “tomato clubs,” “pig clubs,” and “beef cattle clubs.”

Throughout the years the popularity of 4-H began to grow and the need for an insignia as well. The 4-H insignia, a four leaf clover with an “H” superimposed on each leaf was purposed and adopted in 1911. The four H’s on the clover represent head, heart, hands, and health. The H’s are to put emphasis on the development of the total person: Head for intellectual, Heart for loyalty and patriotism, Hands for service, and Health for better living. After the insignia was developed the year 1919 became notable in the history of 4-H. First, the girls’ club voted their motto to be, “To Make the Best Better.” This soon became the motto for 4-H across the state. Secondly, contests became a part of the 4-H program. Business concerns such as the railroads and banks supported club work by offering prizes to members.

The worldwide exchange of youth, called the International Farm Youth Exchange (IFYE) Program began in the year 1948. In the following years the first Texas 4-H Council was organized to provide a team of officers for state leadership and provide direction for each county program. This is still in place today. Today 4-H life skills development was built into 4-H projects, activities and events to assist youth in becoming contributing, productive, self-directed members of society. The Texas 4-H’s vision and mission are as follows:

Vision

“The Texas 4-H & Youth Development Program will continue to be a recognized leader in developing life skill, empowering youth and volunteers, and facilitating effective partnerships to create capable and responsible citizens.”

Mission

“To prepare youth to meet the challenges of childhood, adolescence

and adulthood, through a coordinated, long-term, progressive series of educational experiences that enhance life skills and develop social, emotional, physical and cognitive competencies.”

Throughout the history of 4-H the fundamental outlook has been towards the personal growth of the members. Teaching youth new skills and assisting youth in growing into productive and contributable members of society through these “hands on” experiences is still essential today. The 2007-2008 annual report from the Texas 4-H system recorded 646,248 total youth enrolled (Texas 4-H website, http://texas4-h.tamu.edu/publications/annualreports/07_Annual_Report.pdf).

Texas FFA Association

Early in the 1900’s the National FFA Organization started to take shape. Founded officially in 1928 the founded name FFA stands for Future Farmers of America. The development really began in 1917 when The Smith-Hughes Vocational Education Act established vocational agriculture courses throughout the state. Henry Groseclose, a former agriculture education instructor, nine years later facilitated the organization of the Future Farmers of America in Virginia for young boys in agriculture classes. Soon to follow were growing numbers of FFA clubs across the country in schools.

The FFA motto provides members with twelve short words to live by and experience the opportunities in the organization, “Learning to do, Doing to Learn, Earning to Live, Living to Serve.” The Agricultural Education mission stands as, “Agricultural Education prepares students for successful careers and a lifetime of informed choices in the global agriculture food, fiber, and natural resources systems”

(National FFA Organization website

http://www.ffa.org/index.cfm?method=c_about.mission).

The FFA education program is built around three core areas of classroom/laboratory instruction, supervised agricultural experience programs, and FFA student organization activities/opportunities. Currently there are 507,763 total members throughout the 7,439 chapters in all 50 states including Puerto Rico and the Virgin Islands. Members are in the age group of 12 to 21 and FFA organizations are usually located in high schools across the country.

Associated Cost of Livestock Projects

The third objective of this study was to establish the cost to the youth in order properly raise the breeding heifer for the one year time period. There is very limited documentation of research focusing on this research question. Boleman (2003) concluded that the average cost from parents of youth exhibiting beef projects (\$9,211.72), swine projects (\$2,043.30), sheep projects (\$7,428.19), and goat projects (\$2,778.93). This research shows that the cost of exhibiting livestock projects is on average \$5,365.

Houston Livestock Stock Show & Rodeo Calf Scramble Program

The Houston Fat Stock Show and Live Stock Exhibition was founded in 1931. The name changed to the Houston Livestock Show & Rodeo. Currently the Houston Livestock Show & Rodeo is one of the largest livestock shows in the world. Standing behind their motto “Benefiting Youth and Supporting Education,” The Houston Livestock Show & Rodeo has a long history of providing agriculture education

opportunities for the youth of Texas. One of the most recognized educational opportunities is the Houston calf scramble.

Each year, approximately 350 certificates are awarded to students who participate in the calf scramble. Since the calf scramble was added to the show in 1942, \$9,853,500.00 has been awarded in certificates and bonuses to 18,242 young Texans (HLSR, 2007). This activity allows youth to compete with one another to catch a calf and earn a monetary stipend to purchase a breeding heifer.

Overseen by an Agricultural Science teacher or a county Extension agent, the calf scramble winners are required to keep precise and thorough records of the animal's improvement. In addition to submitting the records to the Houston Livestock Show and Rodeo, these records must also be submitted to the donor of the heifers. For one year, youth raise the breeding heifer and return to the Houston Livestock Show and Rodeo for exhibition the following year.

Summary of Literature Review

The previous studies and research discovered have been examined according to whether 4-H, FFA, Houston Livestock Show & Rodeo Calf Scramble Program participants and members are developing life skills and if their involvement contributes to their personal educational / career goals. 4-H and FFA members are given numerous opportunities to develop life skills through the Houston Livestock Show and Rodeo Calf Scramble Program. The researcher did not find evidence of an independent study that addressed or confirmed whether Texas 4-H and FFA members were developing life

skills from their participation in the Houston Livestock Show and Rodeo Calf Scramble Program.

CHAPTER III

METHODOLOGY

Purpose and Objectives

The purpose of this study was to determine the educational impact youth gain as a result of raising a breeding heifer and to determine additional needs of youth participating in the scramble program. The more specific objectives are listed below:

1. Determine the level of youth life skill development that can be attributed to raising a breeding heifer through the Houston Livestock Show & Rodeo Scramble Program;
2. Reveal how youth participants manage the breeding heifer (feeding schedule, shelter location);
3. Establish cost to the youth to properly raise the breeding heifer for the one year time period;
4. Ascertain what youth do with the breeding heifer after exhibition at the Houston Livestock Show & Rodeo; and
5. Determine if participating in the Houston Livestock Show & Rodeo Scramble Program contributes to participants' educational and / or career goals.

Also, for the purpose of this study, demographic variables were defined as age, gender, years in 4-H or FFA, year the student obtained certificate, how the certificate was obtained, if the youth ever participated in scramble program elsewhere, and did the student have additional livestock projects. Life skills that were measured were, decision making, ability to relate to others, develop and maintain records, accepting

responsibility, build positive self-esteem, self motivation, knowledge of livestock industry, develop organizational skills, ability to problem solve, develop oral communication skills, setting goals, develop self-discipline, develop self-motivation, work in teams, writing skills, record keeping skills, and financial management.

Research Design

A correlational design and a descriptive survey methodology were used in this study. Gall, Borg, & Gall (1996) stated that “one to analyze the relationship among large number of variables in a single study. The correlation method allows [one] to analyze how these variables, either singly or in combination, affect the pattern of behavior,” and this allows for a distinctive advantage in adopting this research design.

The dependant variable was life skill development. For the purpose of this study, life skill development was referred to as decision making, ability to relate to others, develop and maintain records, accepting responsibility, build positive self-esteem, self motivation, knowledge of livestock industry, development of organizational skills, ability to problem solve, development of oral communication skills, setting goals, develop self-discipline, develop self-motivation, work in teams, writing skills, record keeping skills, financial management.

The independent variables were gender, age, ethnicity, number of years in youth organization membership for 4-H or FFA, year certificate was received and in which capacity was it received, prior livestock projects, and if the youth had participated in a prior calf scramble program with another stock show. The independent and dependant variables were measured according to their natural occurrence.

Population and Sample

The census for this study included, Texas 4-H and FFA members who participated in the Houston Livestock Show & Rodeo Calf Scramble Program. The calf scramble allows youth to compete with one another to catch a calf and earn a monetary stipend to purchase a breeding heifer. For one year, youth raise the breeding heifer and return to the Houston Livestock Show and Rodeo for exhibition the following year.

The census was 400 calf scramble participants. Between the years of 2005 and 2007, were 400 calf scramble participants at the Houston Livestock Show and Rodeo and were asked to complete the e-mailed survey.

Email to Participants

To ensure proper consent and approval from the Institutional Review Board protocol, stated at the beginning of the email there was a consent form in order to continue to survey. Survey participants ranged in age from 16-22, and due to their age required the proper consent with information containing risk and possible benefits (Refer to Appendix B).

Instrument

The instrument used was developed by Dr. Chris Boleman and the researcher (Refer to Appendix A). The Houston Livestock Show and Rodeo their livestock, calf scramble, and marketing departments assisted in the development and editing of the instrument. Testing the instrument was the researcher, Dr. Chris Boleman, and the Houston Livestock Show and Rodeo team. The survey consisted of eight demographic questions, 17 statements describing different functions of life skills, six management

questions, a total of 15 questions for additional income generated, educational and career goal questions, and additional information for the Houston Livestock Show and Rodeo.

Data Collection and Analysis

The subjects were determined through previous information collected from the calf scramble participants at the Houston Livestock Show and Rodeo. Email addresses for each participant was gathered for the scramble years of 2005, 2006, and 2007. The participants were then emailed and asked to click on the link which would take them to the survey and consent and continue (Refer to Appendix C). The participants were allowed a two week time period to complete the survey. At the beginning of the second week the email, with survey link, was sent for a second time to all participants as a reminder. The survey participants were not allowed to complete the survey for a second time. The data was collected and held by Instant Survey, Inc. where mean, median, and mode were calculated, standard deviation was provided, and percentages for individual questions were given. The analysis of data was completed with a Likert Scale, standard deviation values, and review of demographics.

CHAPTER IV

FINDINGS AND DISCUSSION

Demographics and Description of Audience

The first section of the survey focused on the demographics of each participant. Demographic characteristics measured were gender, age, years in 4-H or FFA, year the participant received calf scramble certificate, and how did the participant receive their calf scramble certificate. There were more male respondents than female. The gender data were completed by a total of 50 respondents, with a total of 36 males (72%) and 14 females (28%). The report of ages is as follows: total of 47 respondents, with the minimum age as 13, the maximum age was 20, 39% were 18 years old, 36% were 17 years old, 10% were 19 years old, 6% were 16 years old, 4% were 20 years old, and 3% chose not to respond to age, and 2% were 13 years old.

Succeeding this was the demographic question of “how many years have you been in 4-H/ FFA?” Totaling 49 responses, still 14% chose not to respond. The minimum years participated was two years, and the maximum participation time was a total of 11 years. The average number of years for participation was 6.48 (S.D. = 2.71). Participants were asked the year their calf scramble certificate was received, 2005, 2006, or 2007. Nearly half of the respondents (21) received their certificate in 2007 (43%). The other 58% was divided equally between 2005 and 2006 with 14 respondents for each year.

A majority of the respondents (45) had livestock projects prior to their participation in their calf scramble program (90%), with only five respondents never raising a livestock project prior to their calf scramble program (10%). The mean value for years of participant

was 5.5 (S.D. = 2.56). In response to this line of questioning in the survey, it was also asked what project was showed, and was it a market or breeding project. Twenty-three of the 47 respondents had a breeding project (49%) and 24 of the remaining respondents had a market project (51%). Species given were cattle, sheep, swine, goats, and poultry. Twenty-five of the 48 respondents had indicated a cattle interest at 52%, swine was second with 11 respondents at 23%, goats had six respondents at 12%, poultry and sheep both had three respondents (6%).

Concluding the demographic section of the survey was information pertaining to how the information about the calf scramble program was received, how they won their certificate, and have they ever participated in a scramble program other than the Houston Livestock Show and Rodeo Calf Scramble program. A qualitative analysis was completed on how the respondents heard about the calf scramble program. The results found that agriculture science teachers (40%), county extension agents (16%), parents (16%), from the Houston Livestock Show and Rodeo Calf Scramble Program (16%) itself, and other scramblers (12%) and were the main factors contributing to how the respondents heard about the program.

The calf scramble certificate could be received through livestock judging contest or through the calf scramble itself. Four certificates were received through livestock judging (8%) and 45 certificates were received through the calf scramble (92%).

The majority of respondents (42) had participated in another calf scramble program (84%) and the other eight respondents (16%) and never participated in another calf scramble program. In conjunction with this question the respondents were asked if they had

participated in another calf scramble program. Through a qualitative analysis of the responses it was found that respondents participated at other state shows and county shows. These results are displayed in Table 1.

Table 1	Demographics			
Scale	Age	Years in 4-H/FFA	Male	Female
Minimum	13		2	
Maximum	20		11	
Mean	17.5		6.48	
%			72%	28%

Results Related to Objective One

The first objective of the study was to determine the level of life skill development that can be attributed to raising a breeding heifer through the Houston Livestock Show and Rodeo Calf Scramble program. The calf scramble participants were asked to respond to 18 questions in Objective one of the survey. These statements described life skills that could be obtained, and were distributed through four measurement scales. These four scales are as follows; (1) *Not influential at all*, (2) *Mildly influential*, (3) *Moderately influential*, and (4) *Highly influential*.

Descriptive statistics were computed on the four measurement scales for each description given for life skills obtained. Participants responded to each question with the four scales. To compute the responses each were re-coded through Instant Survey Inc. using the following scheme: 1=*Not influential at all*, 2=*Mildly influential*, 3=*Moderately influential*, 4=*Highly influential*.

All descriptions of life skills had means of 2.7 or greater, indicating that calf scramble participants perceived that each were developing life skills through their participation in the Houston Livestock Show and Rodeo Calf Scramble Program ranging between a mildly influential or moderately influential level.

Decision making and the ability to relate to others were similar in their data in that decision making had a mean of 3.22 (S.D. = .77), and the ability to relate to others had a mean of 3.18 (S.D. = .70), respectively, suggesting that calf scramble participants perceived themselves as moderately influenced by these life skills.

Once more, the life skills to develop and maintain records and accepting responsibility were similar in their data from the respondents. To develop and maintain records had a mean of 3.58 (S.D. = .68), whereas accepting responsibility had a mean of 3.76 (S.D. = .52), suggesting that participants perceived themselves as highly influenced by these two life skills. Ward (1996) supports this data by finding similar results in accepting responsibility as it averaged 4.7 on a five point scale. This is definitely stable with several other youth livestock studies (Wahlberg & Umberger, 1988; Vondy Wacker & Boyd, 1992; Gamon & Dehegedus-Hetzel, 1994; Ward, 1996; Rusk et al., 2002).

The life skills of building positive self esteem and increasing self motivation were comparable in the data concluded from the respondents. Building positive self esteem had a mean of 3.35 (S.D. = .69), with self motivation having a mean of 3.49 (S.D. = .62). These data suggest that calf scramble participants were moderately to highly influenced in developing these life skills.

Continuing this pattern, knowledge of the livestock industry and to develop organizational skills again was parallel in data. The mean for knowledge of the livestock industry was 3.31 (S.D. = .74). Rusk et al. (2002) found similar results in relation to the “knowledge of the livestock industry” life skill. Similar data was found in the life skill of develop organizational skills with a mean of 3.29 (S.D. = .76). Signifying that calf scramble participants were moderately influenced in developing these attributed life skills.

The ability to problem solve and the ability to develop oral communication skills were related in their data reported. The ability to develop oral communication skills resulted with a smaller mean of 2.92 (S.D. = .84). Having the larger of the two, the ability to problem solve had a mean of 3.12 (S.D. = .78). Signifying that calf scramble participants responded with data that these life skills as being moderately influential.

In this line of data throughout the survey the life skill of setting goals, financial management, and record keeping skills were again alike in comparison. The level of influence that setting goals had on calf scramble participants had a mean of 3.30 (S.D. = .79). Financial management had a mean of 3.35 (S.D. = .81) and in comparison record keeping skills had a mean of 3.41 (S.D. = .76). Therefore these three descriptions of life skills are moderately to highly influential to calf scramble participants.

In two of the final four life skills that can be gained are development of self-discipline and the development of self-motivation. Where self-discipline had a mean of 3.42 (S.D. = .68) when compared to the development of self-motivation, which had a mean of 3.49 (S.D. = .62); proved that both were highly influential in developing life skills through a calf scramble project.

Working in teams and writing skills were corresponding in data as well. Writing skills had a mean of 3.02 (S.D. = .80), and working in teams carried out a mean of 2.74 (S.D. = .91). These lower means and standard deviations shows that these life skill were mildly influential. Several studies (Vondy Wacker & Boyd, 1992; McCann & McCann, 1992; Ward, 1996; Rusk et al., 2002) recommended that “working in teams” were improved as a result of participation in livestock projects. Data from this study does not reveal these trends consistently in relation to the low mean (2.74) of working in teams.

To sum up this data set and questions regarding life skills, a final question of the most significant life skill gained, was asked. The data showed that most respondents, 37%, chose accepting responsibility as the most significant life skill gained through their calf scramble project. The second most respondents, 24%, was divided between develop and maintain records, develop self-motivation, and record keeping skills at 8% each. Yet again another 24% was favored to decision making, building positive self-esteem, self motivation, and knowledge of livestock industry at 6% for each.

Finally, the last 12% was divided up between financial management, developing self-discipline, and setting goals at 4% each. There were only five descriptive life skills that were not chosen the ability to relate to others, ability to problem solve, develop oral communication skills, work in teams, and writing skills. The results from this data are shown in Table 2.

Concluding objective one this study was unique because it asked calf scramble participants to provide results based on their heifer project throughout the year. There are

no previous studies that focus on calf scramble participants in relation to life skills, cost to the youth, and educational and career goals.

Table 2 Life Skills

Scale	Mean*	S.D.	Respondents
Life Skills			
Decision Making	3.22	0.77	49
Ability to Relate to Others	3.18	0.70	49
Develop and Maintain Records	3.58	0.68	48
Accepting Responsibility	3.76	0.52	49
Build Positive Self Esteem	3.35	0.69	49
Self Motivation	3.49	0.62	49
Knowledge of Livestock Industry	3.31	0.74	49
Develop Organizational Skills	3.29	0.76	49
Ability to Problem Solve	3.12	0.78	49
Develop Oral Communication Skills	2.92	0.84	49
Setting Goals	3.27	0.79	49
Develop Self-Discipline	3.42	0.68	48
Develop Self-Motivation	3.49	0.62	49
Work in Teams	2.74	0.91	49
Writing Skills	3.02	0.80	49
Record Keeping Skills	3.41	0.76	49
Financial Management	3.35	0.81	48
Overall	3.29	0.73	48.82

Note. *1 = Not influential at all, 2 = Mildly influential, 3 = Moderately influential, 4 = Highly influential

Results Related to Objective Two

The second objective was to reveal how youth participants manage the breeding heifer that was purchased, feeding schedule, location of stalling facilities, time spent on daily care and feeding, plans for the heifer after project completion, and participation with heifer throughout the year.

The primary management question that was asked was the breed of heifer purchased with the calf scramble certificate. A summary of these results are represented in Table 3. The American, British, and Exotic breeds were all evenly represented in the Houston Livestock Show and Rodeo Calf Scramble Projects. British breeds were represented with 15 head, Exotic breeds were characterized by 11 head of cattle, and the American breeds were represented with 19 head of cattle.

Secondly, the participants indicated that they fed their project twice per day. Through qualitative analysis respondents indicated three locations where the heifer resided. These were home, FFA agricultural barns, and a friend's house.

Management concerning exercise, practicing showing, washing, feeding, etc. was asked to understand the time spent on daily care and feeding. Data revealed that 44 respondents had on average spent 2.52 hours daily on management of their breeding heifer.

Throughout the scramble heifer project, many youth travel to other shows state wide and local to show their scramble heifer project. Responses offered were jackpot, major, county, open, and breed association shows, each respondent were allowed to answer to any of the options. County show was the majority vote with 44 responses (98%); closely related was major shows at 38 responses (84%). The next most frequent response was jackpot shows having 27 responses (60%). The last two responses were again closely related with open shows receiving 16 responses (36%) and breed association shows at 12 responses (27%).

Table 3 Breeds

Scale			
Breeds	American	British	Exotics
# of head	42%	33%	25%

Results Related to Objective Three

The third objective related to establishing a cost necessary to properly raise the breeding heifer for the one year time period. These results are summarized in Table 4. Establishing cost incorporates maintenance cost (medical, everyday, feed and equipment cost), facilities cost (upgrade or development, land purchased or rented), cost of heifer above the certificate, cost associated with the Houston Livestock Show and Rodeo (travel to Houston, meal cost, total miles to and from Houston), other cost in selection of heifer (meals when purchasing heifer, phone calls, registration fees), and entry fees for other shows.

Maintenance cost was incorporated with medical cost and included all veterinarian costs, services such as hoof trimming, feed costs (including all feed additives), and equipment cost (tack, trucks, trailers, buckets, water hoses, show boxes, trim shuts, halters, etc.) The mean cost of maintenance for one year resulted in \$5,443.

Facilities cost included the cost of the facility upgrade or development and if land was purchased or rented. A total of thirteen respondents concluded that the mean cost associated with facility upgrade and development of \$1,467. Land purchased and rental cost only had six respondents obtained a mean of \$198.

A majority of calf scramble participants either choose to pay above and beyond the certificate value, or the certificate value was not suffice for purchasing a heifer. A total of

29 respondents established and paid an average of \$1,210 out of pocket for the purchase of their heifer.

The cost associated with the Houston Livestock Show and Rodeo included travel to Houston, meal cost for family, total miles to and from Houston. These results are summarized in Table 5. Travel to Houston, including motel lodging, established a mean of \$532, with total miles to and from the Houston Livestock Show and Rodeo at 330 miles with an average cost of \$181.50 (according to the state rate of \$.55). On average there was a count of three family members who attend the show and associated at with a meal cost of \$213.

In the process of looking to purchase a heifer there comes related cost including meals when looking for a heifer, phone calls, and registration fees. Only 24 respondents concluded that the associated cost averaged at \$363.

An average total entry fee for all stock shows that the heifer attended was asked of the surveyed. This includes the Houston Livestock Show and Rodeo, with participants spending on average \$269.

Table 4 Management Cost				
Scale		Median	Mean	Respondents
Maintenance Cost				
	Medical Cost	\$ 200.00	\$ 269.00	29
	Everyday Maintenance Cost	\$ 163.00	\$ 265.00	26
	Feed Cost	\$ 1,200.00	\$ 1,858.00	31
	Equipment Cost	\$ 200.00	\$ 3,051.00	28
	Overall	\$ 1,763.00	\$ 5,443.00	

Table 5 Houston Livestock Show & Rodeo Cost

Scale	Median	Mean	Respondents
Houston Livestock Show & Rodeo Cost			
Lodging at the Houston Livestock Show & Rodeo	\$ 400.00	\$ 532.00	27
Meal Cost	\$ 200.00	\$ 213.00	33
Number of Family Members	3	3	34
Total Miles	240	330	36
State Rate of Travel*	\$ 132.00	\$ 181.50	
Overall	\$ 975.00	\$ 926.50	

Note. *= .55 cents

Results Related to Objective Four

Concluding the project the participants were asked what their plans with the heifer project after the Houston Livestock Show and Rodeo. These results are characterized in Table 6. Given five answer choices of to buy back the heifer from the breeder, to introduce the heifer to an existing herd, start a new herd with heifer, sold heifer to another breeder, and other, there were a total of 47 respondents. Introducing the heifer to a new herd gained 18 respondents (38%), while 15 respondents chose to start a new herd with their heifer (32%). To buy back from breeder and sold to another breeder had the same response rate with five respondents at 11%, and four respondent's preferred other at 9%.

Table 6 Plans for Project

Scale	Total Respondents	%
Buy back from breeder	5	11%
Introduced heifer to an existing herd	18	38%
Started a new herd with heifer	15	32%
Sold to another breeder	5	11%
Other	4	9%

Results Related to Objective Five

Objective five related to determining if participating in the Houston Livestock Show and Rodeo Scramble Program contributes to participants' educational and / or career goals. These findings are detailed in Appendix D; the initial question asked in this section of the survey was, "what is the most significant thing that you gained from the Houston Livestock Show and Rodeo Calf Scramble Program?" Through a qualitative analysis of the results it was found that life skills, others willing to assist with the project, building your herd were the most common answers. The life skills included were knowledge of personal skills, responsibility, self-confidence, self-motivation, financial responsibility, and record keeping.

The question was asked has participating in the Houston Livestock Show and Rodeo Calf Scramble Program contributed to your educational goals. 32 of the 38 respondents (84%) answered yes with only the remaining 16% answered no (6). Respondents showed that it had contributed through motivation, goals, knowledge gained, allowed them to start a college fund, and influenced their career choice and these results are displayed in Appendix E.

The question was posed, "did the Houston Livestock Show and Rodeo have an effect on their secondary education?" Just 20 respondents (53%) answered yes, while 18 respondents (47%) answered no. Then the 53% stated that it did have an effect on their major / or assisted them in deciding what career choice to follow.

Ninety-one percent of respondents said they pursued a secondary education, with only 9% that pursued the workforce after graduating from high school. Data received from

the respondents showed the growing numbers of calf scramble participants that seek out a college education in the agricultural field or to become an engineer. If the survey participants selected “no” and chose to go into the workforce, many of them could not afford college or raising money for their cattle projects.

Career goals are another area that was affected by the Houston Livestock Show and Rodeo Calf Scramble Project. There were 21 respondents (57%) that agreed and 16 respondents (43%) that disagreed and said that it did not have an effect on their career goals. If the program did have an effect on their career goals it was noted that it assisted them in starting their own herd, allowed them to pursue an agricultural degree, and motivated them to pursue other career goals outside of the agricultural field, such as engineering.

The final two survey questions were asked related to the strengths and suggestions for changes to the Houston Livestock Show and Rodeo Calf Scramble Program. A qualitative analysis of the data found that the commitment to youth and the amount of volunteers and their dedication showed to be the greatest strengths. Respondents would like to change the program through a sponsor’s interaction with the project, additional monetary donations, and improved stalling at the Houston Livestock Show and Rodeo. Each calf scramble certificate is sponsored by a business or individual and receives updates and journals from the youth throughout the heifer project. Participants note in the survey that they would like increased interaction with the sponsor, such as meeting them at the awards banquet or having them come to the stall of the heifer at the Houston Livestock Show and Rodeo.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Calf scramble participants from the years 2005, 2006, 2007 were asked to complete the survey from a link in the email that was sent to each participant, totaling at 400 emails. The survey was open to complete from December 9th until December 25th. There were 39 completed surveys.

The survey consisted of eight demographic questions, 17 statements describing different functions of life skills, six management questions, five sections with a total of 15 questions for additional income generated, educational and career goal questions, and additional information for the Houston Livestock Show and Rodeo.

The data was collected and held by Instant Survey, Inc. where mean, median, and mode values were calculated, standard deviation was provided, and descriptive data for individual questions were determined.

Conclusions and Implications

The conclusions of this study determined whether calf scramble participants had an educational impact as a result of raising a breeding beef heifer and to determine additional needs of youth participating in the scramble program. Each of the major findings will be stated and then followed by the conclusion that support it. Findings will be stated by objective.

Conclusions Related to Objective One

Objective one was to determine the level of youth life skill development that can be attributed to raising a breeding beef heifer through the Houston Livestock Show and Rodeo Calf Scramble Program. These life skills included decision making, ability to relate to others, develop and maintain records, accepting responsibility, build positive self-esteem, self motivation, knowledge of livestock industry, develop organizational skills, ability to problem solve, develop oral communication skills, setting goals, develop self-discipline, develop self-motivation, work in teams, writing skills, record keeping skills, and financial management. The conclusions related to this objective are as follows:

1. *Decision making:* Proved to be moderately influential. Gained a mean of 3.22 with 49 respondents (S.D. = .77).
2. *Ability to relate to others:* Slightly less than half of respondents (49%) were moderately influenced. The ability to relate to others had a mean of 3.18 (S.D. = .73).
3. *Develop and maintain records:* Majority of respondents (69%) was highly influenced. Acquired a mean of 3.58 (S.D. = .68).
4. *Accepting responsibility:* Almost all of respondents (80%) were highly influenced. Obtained a high mean of 3.75 (S.D. = .52).
5. *Build positive self-esteem:* There were 47% that were highly influenced with a comparable 41% that were moderately influenced. Secured a mean of 3.35 (S.D. = .69).

6. *Self-motivation*: A little over half of the respondents were highly influenced (55%), with 39% of respondents moderately influenced. Collected a mean of 3.49 (S.D. = .62).
7. *Knowledge of livestock industry*: Clearly was divided between mildly (16%), moderately (37%), and highly influential (47%). Achieved a mean of 3.31 (S.D. = .74).
8. *Develop organizational skills*: Majority of respondents were split between moderately (35%) to highly influential (47%). It obtained a mean of 3.29 (S.D. = .76).
9. *Ability to problem solve*: This life skill again was split between mildly (18%), moderately (45%), to highly influential (36%). Gained a mean of 3.12 (S.D. = .78).
10. *Develop oral communication skills*: A greater part of respondents were moderately influenced (49%), while the rest were divided between mildly (20%) to highly influenced (24%). Acquired a low mean of 2.92 (S.D. = .84).
11. *Setting goals*: The margin was divided among moderately (39%) to highly influential (45%). Held a mean of 3.27 (S.D. = .79).
12. *Develop self-discipline*: Over half of respondents were highly influenced (52%) and slightly less was moderately influenced (38%). Gained a high mean of 3.42 (S.D. = .68).

13. Develop self-motivation: Yet again over half of the respondents were highly influenced (55%). Supported by a mean of 3.49 (S.D. = .62).

14. Work in teams: A good number of respondents were moderately influenced (43%) while the rest were split between mildly (27%) and highly influential (20%). Supported by a mean of 2.74 (S.D. = .91).

15. Writing skills: Nearly half of participants were moderately influenced (49%), with a mean of 3.02 (S.D. = .80).

16. Record keeping skills: Majority of respondents were highly influenced (55%). Supported with a mean of 3.41 (S.D. = .76).

17. Financial management: Respondents were highly influenced (52%) by financial management. Confirmed with a mean of 3.35 (S.D. = .81).

Concluding these findings there were two major results to discuss. First, accepting responsibility concluded with the highest overall mean (3.76). This is closely similar to studies (Ward, 1996; Boleman, Cummings, and Briers, 2005) that resulted with accepting responsibility as the highest rated life skill gained. Supported by previous studies it can be concluded that this finding is significant. Secondly, the lowest accumulated mean was working in teams (2.74). I strongly believe that working in teams was lowest in the life skill ranking was due to the simple fact that the calf scramble project is not a team project. The calf scramble project does not include working with teams throughout and therefore received the lowest overall mean.

Conclusions Related to Objective Two

The purpose of the second objective is to reveal how youth participants manage the breeding heifer that was purchased, feeding schedule, location of stalling facilities, time spent on daily care and feeding, plans for the heifer after project completion, and participation with heifer throughout the year. Woloshuk, Brown, and Wagaman (1999) state that with appropriate support, every child has the potential to be successful in advancing their skills and producing a product of which each of them can be proud of.

1. The primary question that was asked was the breed of heifer purchased with the calf scramble certificate. The American (19 head), British (15 head), and Exotic (11 head) breeds were all evenly represented.
2. On average youth spent 2.52 hours per day on management practices such as exercise, practice showing, washing, feeding, etc. In addition youth fed their heifer twice daily.
3. County shows (98%) were represented for having the most participation, and closely related were major shows (84%). In the bottom three that were least attended were jackpot shows (60%), open shows (36%), and breed association shows (36%).

Conclusions show that the breed of heifer that is purchased is known in the industry as a “starter breed”. American breeds of cattle are purchased by the calf scramble participants in order to start showing. Similar results can be concluded from the data that many of the respondents attended their county show (98%) and major shows (84%). County shows have a high rate of attendance by the scramblers for the

practice that it provides in showing. A small number of respondents attended breed association shows mainly for the reason that many of the calf scramble participants don't get involved with the associations. Since the project is only a yearlong is also why participation is not high with breed associations.

Conclusions Related to Objective Three

The third objective related to establishing cost to the youth to properly raise the breeding heifer for the one year time period. Establishing cost incorporates maintenance cost (medical, everyday, feed and equipment cost), facilities cost (upgrade or development, land purchased or rented), cost of heifer above the certificate, cost associated with the Houston Livestock Show and Rodeo (travel to Houston, meal cost, total miles to and from Houston), other cost in selection of heifer (meals when looking, phone calls, registration fees), and entry fees for other shows.

1. Maintenance cost included everyday cost, feed costs, equipment cost, and medical costs which proved to be a great expense to the exhibitor. The mean maintenance cost for one year resulted in \$5,443.
2. Facilities cost for participants did not prove to be expensive, with a mean of \$198 for land rented and a mean of \$1,467 for purchased and facility upgrade or development.
3. In looking at the overall of cost of the heifer beyond the value of the certificate a mean cost value was determined at \$1,210.
4. Cost associated with the Houston Livestock Show and Rodeo included travel to and from Houston at \$532, and average miles driven were 330 with an

average cost of \$181.50 (according to the state rate of .55), meal cost for family (3 members) had a mean of \$213.

5. Other cost associated in selection of heifer was phone calls, meals, registration fees, etc. retained a mean of \$363.
6. On average entry fees for other shows including Houston, averaged about \$269.

Concluding objective three there are some important topics to note. First, in this section the number of respondents is relatively low in relation to other sections (avg. 28.5). Low response rate could be due to the nature of the questions; many of the respondents might not have the information with them, or particularly did not want to answer the in-depth questions. Secondly to note is the overall average of the maintenance cost of \$5, 443. This is a relatively fair number in that it incorporates medical, everyday maintaince, feed, and equipment cost. Finally the out of pocket cost for the heifer is important to take note of. The average cost spent over the amount of the certificate was \$1,210. Including this amount and the amount from the average cost associated with the Houston Livestock Show and Rodeo (\$926. 50) there is a noteworthy amount that has been spent outside of the certificate.

Conclusions Related to Objective Four

Objective four inquire about what youth do with the breeding heifer after exhibition at the Houston Livestock Show and Rodeo. Given five answer choices of to buy back the heifer from the breeder, introduce the heifer to an existing herd, started a new herd with heifer, sold heifer to another breeder and other. Split into two categories

introducing into a new herd was popular with 38% and closely related was that of choosing to start a new herd with their heifer at 32%. Finally, the last three were low in responses, to buy back from the breeder and sold to another breeder were at 11% and other was at a low rate of 9%.

There is one important conclusion to draw from this data. The data was split two ways and highly rated was to introduce the heifer to an existing herd, and started a new herd with their heifer. In the demographic data many of the respondents had previous livestock projects and believe this is closely related to these figures.

Conclusions Related to Objective Five

The final objective was related to determining if participating in the Houston Livestock Show and Rodeo Calf Scramble Program contributes to participants' educational and / or career goals.

1. Through a qualitative analysis the most significant thing gained from the Houston Livestock Show and Rodeo Calf Scramble Program was determined as life skills (knowledge of personal skills, responsibility, self-confidence, self-motivation, financial responsibility, and record keeping), others willing to assist with the project, and building your herd.
2. Educational goals were gained through the Houston Livestock Show and Rodeo Calf Scramble Program, as a result of 84% of respondents answering yes and disagreeing was only 16%.

3. Secondary education was supported by half of respondents at 53%, where 47% said no that the Houston Livestock Show and Rodeo Calf Scramble Program did not have an effect on their secondary education.
4. However, 91% of those surveyed did pursue a secondary education with only 9% who pursued the workforce.
5. Over half of those surveyed (57%), stated that their career goals were affected by the Houston Livestock Show and Rodeo Calf Scramble Program. The other 43% career goals were not affected.

Conclusions related to objective five revealed three significant factors. Initially respondents (84%) stated that the calf scramble project contributed to their educational goals. In relation to this 91% of respondents pursued a secondary education. Equally important the calf scramble project had an impressive impact on the youth. Finally, it is important to note that the majors pursued were through the agriculture field and engineering. The calf scramble project affects students outside of the agriculture field and therefore is vast in the different industries it affects.

In conclusion, the study found an array of data in the calf scramble project ranging from demographic values to educational and career goals. The Houston Livestock Show and Rodeo Calf Scramble Project through the data received prove to be successful and affective through the youth. Accepting responsibility had the highest average life skill gained and proves to have an effect on the youth. American breeds of heifers and county shows illustrate in the data to be influential and highly rated. In the overall cost of the calf scramble project it is important to remember the cost that is spent beyond the

certificate in addition to the cost associated with the Houston Livestock Show and Rodeo. Placement of the heifer after the completion of the project is important however it is related back to the demographic information of previous livestock projects. Educational and career goals of the youth were highly influenced through the project and continued to be through their college majors and career choices in life.

Recommendations for Additional Research

Based on the findings of this study the following research recommendations were proposed:

1. To include a survey for calf scramble participants to complete at the time of projection completion and / or to include in record book.
2. To research why the majority of scramble participants chose a beginner breed of cattle.
3. To investigate the cost of calf scramble projects to further determine the monetary support provided.

Recommendations for Houston Livestock Show and Rodeo

Based on the findings of this study the following research recommendations were projected:

1. To incorporate an interview with calf scramble participants so that communication skills are affected.
2. To encourage review of the monetary support that is provided to youth for calf scramble projects.

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APPENDIX A

SURVEY



Assessment of the Houston Livestock Show and Rodeo Scramble Heifer Program

Survey developed by
Merrideth Kuhl: mkuhl@tamu.edu
Dr. Chris Boleman: ct-boleman@tamu.edu

Houston Livestock Show and Rodeo Survey

How old are you?

What is your gender?

Select one of the following

- ☐ Male
☐ Female

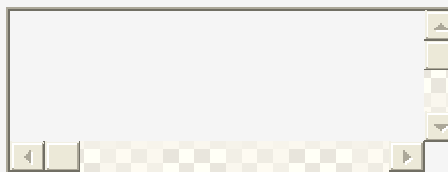
How many years have you been in 4-H/FFA?

What year did you win a calf scramble certificate?

Select one of the following

- ☐ 2005
☐ 2006
☐ 2007

How did you hear about the scramble program?



How did you win your certificate?

Select one of the following

- ☐ Livestock Judging Participant
☐ Calf Scramble Participant

Have you ever participated in a scramble program other than the Houston Livestock Show and Rodeo?

Select one of the following

- ☐ Yes
☐ No

If answered yes then where:

Did you have livestock projects prior to the scramble program?

Select one of the following

- ☐ Yes
☐ No

If you answered yes, how many years?

What species did you show?

- ☐ Cattle
☐ Sheep
☐ Swine
☐ Goats
☐ Poultry

Select one of the following:

- ☐ Breeding Project
☐ Market Project

Life Skill Questionnaire

One objective of this study is to determine the life skills credited to raising a breeding heifer through the Houston Livestock Show and Rodeo Scramble Program.

Rate the level of influence that raising a breeding heifer from the Scramble Program has on the following life skills listed below.

	Not influential at all	Mildly influential	Moderately influential	Highly influential
Decision Making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ability to Relate to Others	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Develop and Maintain Records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Accepting Responsibility	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Build Positive Self Esteem	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Self Motivation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Knowledge of Livestock Industry	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Develop Organizational Skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ability to Problem Solve	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Develop Oral Communication Skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Setting Goals	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Develop Self-Discipline	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Develop Self-Motivation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Work in Teams	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Writing Skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Record Keeping Skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Financial Management	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Most significant life skill gained:

- ☒ Decision Making
- ☒ Ability to Relate to Others
- ☒ Develop and Maintain Records
- ☒ Accepting Responsibility
- ☒ Build Positive Self Esteem
- ☒ Self Motivation
- ☒ Knowledge of Livestock Industry
- ☒ Develop Organizational Skills
- ☒ Ability to Problem Solve

- ☐ Develop Oral Communication Skills
- ☐ Setting Goals
- ☐ Develop Self-Discipline
- ☐ Develop Self-Motivation
- ☐ Work in Teams
- ☐ Writing Skills
- ☐ Record Keeping Skills
- ☐ Financial Management

Management Questionnaire

Please provide the most accurate responses you can. Remember, you are answering these questions based on your breeding heifer scramble project in the one year time period.

What breed of heifer was purchased with the scramble certificate?

How many times did you feed per day?

Location of stalling facilities?

Time spent on daily care and feeding (ex: exercise, practicing, washing, feeding)

What were your plans with the project after the Houston Livestock Show and Rodeo?

- ☐ Buy back from breeder
- ☐ Introduced heifer to an existing herd
- ☐ Started a new herd with heifer
- ☐ Sold to another breeder
- ☐ Other

Did you participate in any other shows? (Check all that apply)

- ☐ Jackpot
- ☐ Major Shows
- ☐ County Show
- ☐ Open Shows
- ☐ Breed Association Show (ex: Junior Angus Show)

Selection and Purchase Cost

The following statements deal with the total costs to your child pertaining to the selection and purchase of the scramble project. These statements include the cost of time and travel while looking for your project.

Total Certificate amount used to purchase project

How much did you pay out of pocket for project

Other costs associated with selection of project (meals while looking, phone calls, sale registration fees, etc.)

Everyday Maintenance Cost

The two statements concerning everyday maintenance costs center on feed and medical costs. The feed costs include all additives, top dressings, hay and water. The medical costs or veterinary costs include veterinarian visits and any medicine administered. This also includes de-wormers and insect spray.

Total Feed Costs (including all additives)

Medical Costs (includes all veterinarian costs)

Everyday Maintenance Cost (ex: hoof trimming)

Facilities Cost

The facilities cost includes all costs associated with facilities and the maintenance of those facilities. These statements include the upgrade and development of pens, barns, fences, land, and all equipment used for the breeding heifer project.

Cost of facility upgrade or development

Land Purchased / Land Rental Costs

Amount spent on tack/equipment for the projects (Trucks, trailers, buckets, water hoses, show boxes, trim chutes, etc.)

Entry Fee Costs

The section of the additional income generated for breeding heifer projects pertain to exhibition costs. This includes the cost of entry fees to exhibit the project at state, regional, county, and jackpot shows.

Average entry costs for all stock shows attended to show heifer

Travel Cost for Exhibition to Houston Livestock Show and Rodeo

This section provides an opportunity for you to tell us the travel expenses to and from the Houston Livestock Show and Rodeo.

Motel lodging costs for your family

Estimated meal cost at the stock show for your family

How many family members attended the Houston Livestock Show and Rodeo with you?

Did you exhibit any other projects at Houston Livestock Show and Rodeo?

Total miles driving to and from Houston Livestock Show and Rodeo?

Educational and/or Career Goals Questionnaire

Determine if participating in the Houston Livestock Show and Rodeo Scramble Program contributed to your educational and/or career goals.

What is the most significant thing that you gained from the Houston Livestock Show and Rodeo Scramble Program?

Has participating in the Houston

☐ Yes

Livestock Show and Rodeo Scramble Program contributed to your educational goals?

☐ No

Why or Why not?

Did the Houston Livestock Show and Rodeo Scramble Program have an effect on your secondary education?

☐ Yes

☐ No

If you answered yes, did it have an effect on your major?

Did you pursue secondary education or the workforce?

☐ Secondary education

☐ Workforce

Why or why not?

Did the Houston Livestock Show and Rodeo Scramble Program have an effect on your career goals?

☐ Yes

☐ No

If so, how?

61976	Yes				
			7	html	

Conclusion

What do you believe is the greatest strength of the Houston Livestock Show and Rodeo?

If you could change one thing about the Houston Livestock Show and Rodeo Calf Scramble Program what would it be?

61976	Yes				
			8	html	

APPENDIX B
EMAIL TO PARTICIPANTS



Texas A&M University in conjunction with the Houston Livestock Show and Rodeo would like to ask for your participation in the Assessment of the Houston Livestock Show and Rodeo Scramble Heifer Program. The purpose of this study is to determine the educational impact youth gain as a result of raising a breeding heifer and to determine additional needs of youth participating in the scramble program.

This study will involve over 300 calf scramble participants who caught calves over the past three years.

The survey will take approximately 20 minutes to complete. Do not add your name or other identifying data to the survey. Please note the following characteristics of this study:

- your participation is voluntary;
- your identity will remain anonymous;
- you can elect to withdraw at any time without penalty;
- there are no positive or negative benefits from responding to this survey;
- there is no compensation;
- the survey will be used for research;
- the data obtained from this survey may be published.

Please click on the following link to be forwarded to the survey:

[Assessment of the Houston Livestock Show and Rodeo Scramble Heifer Program](#)

If you have any questions, you can contact Merrideth Kuhl, at (979) 204-6417 or e-mail me at mkuhl@tamu.edu.

This research study has been reviewed by the Institutional Review Board-Human Subjects in Research, Texas A&M University. For research-related problems or questions regarding subjects' rights, you can contact the Institutional Review Board through Ms. Melissa McIlhaney, IRB Program Coordinator, Office of Research Compliance, (979) 458-4067, mcilhaney@tamu.edu

APPENDIX C
SURVEY CONSENT

Assessment of the Houston Livestock Show and Rodeo Scramble Heifer Program Survey Consent

Introduction

The purpose of this form is to provide you information that may affect your decision as to whether or not to participate in this research study. If you decide to participate in this study, this form also will be used to record your consent.

You have been asked to participate in a research project studying the life skills gained and the educational influence that youth acquire as a result of raising a breeding heifer for the scramble program. The purpose of this study is to determine the educational impact youth gain as a result of raising a breeding heifer and to determine additional needs of youth participating in the scramble program. You were selected to be a possible participant because you participated in the Houston Livestock Show and Rodeo Scramble Heifer Program in the past three years.

What will I be asked to do?

If you agree to participate in this study, you will be asked to answer survey questions pertaining to determining the life skills credited to raising a breeding heifer, management of breeding heifers, income associated with selection and purchase cost, maintenance fees, facilities and entry fee cost, and travel cost to the Houston Livestock Show and Rodeo. In addition, we want to determine if participating in the Houston Livestock Show and Rodeo Scramble Program contributed to your educational and / or career goals.

What are the risks involved in this study?

The risks associated in this study are minimal, and are not greater than risks ordinarily encountered in daily life.

What are the possible benefits of this study?

You will receive no direct benefit from participating in this study; however, it will allow you to reflect on your experience and determine the life skills that were gained through the calf scramble program.

Do I have to participate?

No. Your participation is voluntary. You may decide not to participate or to withdraw at any time without your current or future relations with Texas A&M University and the Houston Livestock Show and Rodeo being affected.

Who will know about my participation in this research study?

This study is anonymous, and once you click on the link below to continue to the

survey, your results and name will not be associated, and therefore anonymity will be maintained. No identifiers linking you to this study will be included in any sort of report that might be published.

Whom do I contact with questions about the research?

If you have questions regarding this study, you may contact Merrideth Kuhl (979-204-6417 mkuhl@tamu.edu) or Dr. Chris Boleman (979-845-7280, c-boleman@tamu.edu)

Whom do I contact about my rights as a research participant?

This research study has been reviewed by the Human Subjects' Protection Program and/or the Institutional Review Board at Texas A&M University. For research-related problems or questions regarding your rights as a research participant, you can contact these offices at (979)458-4067 or irb@tamu.edu.

Consent

Please be sure you have read the above information, asked questions and received answers to your satisfaction.

By clicking yes below to continue to the survey, you consent to participating in this study.

☐ Yes

APPENDIX D**EDUCATIONAL AND / OR CAREER GOAL QUESTIONNAIRE RESULTS**

What is the most significant thing that you gained from the Houston Livestock Show and Rodeo Scramble Program? - Educational and/or Career Goals Questionnaire

- Gained Knowledge of personal skills when interacting with people.
- Self-confidence in showing animal
- That there are adults outside of family willing to help us reach our goals
- Responsibility
- How to be responsible
- Another year of working with the beef industry.
- Selling cattle raised
- The People are amazing and actually want to be there and help you
- I am currently trying to build a herd of quality show heifers.
- Learning to me more organized and financially smart as well as the responsibility of something else relying on me for survival
- Record keeping, and financial planning
- Self responsibility to gain the goals that I wanted to achieve.
- Experience in the beef show circuit
- the scramble itself, it was amazing for me to experience such a thrill on that big of stage
- I gained self-motivation from the Houston Livestock Show and Rodeo.
- Experience
- Houston was my first scramble win. I have since won four more heifers at scrambles and two more at sweepstakes shows. But Houston is still the best. I learned self confidence.
- Confidence and responsibility
- Taking pride in my project, enjoy meeting with my sponsor, having lots of fun
- The knowledge I gained through the experience will go with me throughout

my life. I will be able to use that knowledge in almost everything I do.

- To be thankful for those helped me and now I have responsibility to help future calf scramblers just like my sponsor helped me.
- Goal setting
- I learned how to present myself in front of others and feel comfortable.
- A heifer
- Hard work
- A lot
- Responsibility and Self motivation. I always feed alone and no one was there watching me telling me what to do and what not to do. I had to decide not to hurt myself and my animal by taking short cuts on raising my livestock projects.
- Be able to do the project on my own
- I learned a lot about cattle and how to raise them.
- It is a great character builder. It taught me a lot of responsibility and the amount of work that is required for even just one heifer.
- Knowing I could compete, even if I did not have the best animal I could prepare my heifer and compete
- I was really impressed with the people who ran the program. They were helpful and friendly. It was just a great experience to get to meet all the participants and the people who ran the program.
- Enjoyment and excitement
- Responsibility

APPENDIX E

**HAS PARTICIPATING IN THE HOUSTON LIVESTOCK SHOW AND RODEO
SCRAMBLE PROGRAM CONTRIBUTED TO YOUR EDUCATIONAL
GOALS? WHY OR WHY NOT**

- It has motivated me to be successful in life so I can give back to the Houston Livestock Show and Rodeo.
- I'm not aware of how it could.
- yes, IT'S a great program
- Through all my years I have developed a want to influence the beef industry through my life's work
- Yes, due to knowledge gained
- Because I have learned so much about Animals and raising them
- I want to be a game warden
- Has given me more experience to become a vet and my heifer's calves and winnings will help contribute to my college fund
- I decided I don't want to raise cattle, but I do want to work in the animal industry
- Because I had to keep up with my school work to show and I wanted to do well in school.
- helped me gain livestock experience and further push me in the direction of age.
- profits from my heifer
- Participating in the Houston Livestock Show and Rodeo Scramble Program strengthened my interest in agriculture; as a result, I chose to major in Biological and Agricultural Engineering.
- I plan to sell the calves from my heifer to help with college
- I HAVE MADE MONEY WITH MY SCRAMBLE HEIFER, SHE HAS HAD THREE CALVES
- I am interested in animal science
- because of the experience I had with my ag projects, and with the assistance from excellent teachers I decided that I wanted to reach other students and become an ag teacher. I am now a sophomore at Tarleton State University working towards my goal

- I plan on being an agriculture teacher and this experience has shown me how much this experience can influence a student trying to figure out what they want to do in the future.
- importance of everyday responsibilities on life
- It has helped me to become a better leader and helped me to communicate with others through speaking and writing.
- Did not win any scholarships from Houston LS&R
- Learned that hard work and good grades are important
- Because it will be able to help me to get in to a college
- Because I have gained experience in large animals, which I later plan to become a large animal veterinarian.
- having a good sponsor that stays in contact each month and talking to the many breeders while looking for the heifer of my chose.
- I am in a vet science program right now and it helped me because I learned about the breeding and the calving and all the nutrition that they need.
- Plan to be at least a part time cattle rancher.
- The scramble was lot of work and keeping track of expenses along with the reports and letters to my sponsor were an unexpected challenge
- I am Majoring in Agriculture Education at Tarleton State University and later hope to get my masters at Texas A&M University and the experience taught me more about cattle since I had shown mainly sheep and goats. I also raised some steers but it was good to learn about breeding livestock because of how different it is.
- helped me with my college goals and application

APPENDIX F**WHAT DO YOU BELIEVE IS THE GREATEST STRENGTH OF THE
HOUSTON LIVESTOCK SHOW AND RODEO QUESTION RESULTS**

- I think the greatest strength is its ability to help students and their goals.
- The amount of volunteer work that they have.
- Commitment to youth. Seeing that youth have experiences that they wouldn't have had otherwise.
- Ability for kids who couldn't otherwise afford a project to participate
- Dedication to the Youth
- The people that run it, they are amazing people
- Good people
- Helping youth be successful and providing a direction they can choose.
- The People and the atmosphere
- The tradition.
- Helping children peruse their life goals and higher education goals
- The contact with the sponsors, I really learned a lot from mine.
- Giving opportunities to students to interact with livestock and the ag world
- The setup. It was well orchestrated, it went very smoothly, and for a kid this would have been a treacherous event had it not been for the friendly atmosphere that the show provided.
- The HSLR greatest strength is their commitment to assisting the youth of today, whether it be through programs involving scramble heifers, scholarship opportunities, etc.
- Promoting the importance of agriculture to the public
- Their involvement with the youth of Texas
- Helping the youth
- The partnership with the students and the sponsors. the sponsors seem to truly care about the students
- Giving the students the opportunities they wouldn't have otherwise because of financial need or anything else.
- The Calf scramble sponsors, and the volunteers and the way people treated me. I am

now a part of a select group of people who scrambled and caught at the HLSR

- Scramble and Ag Mech Show
- Teaching students responsibility and getting along with fellow participants.
- The pre-scramble ceremony and the dinner
- The junior shows and the scholarship opportunities
- Having the Cowboys and cowgirls and having students enjoying themselves
- That the whole thing is mostly ran by volunteers and not paid employees. The support for the Houston Livestock Show is amazingly huge.
- Helping kids
- The people in the Calf Scramble Committee are so friendly and they really want you to catch a calf. They got us all pumped up and I know that is why I caught one because they believed in all of us, even though only half of us caught.
- It is impossible to pick just one thing. It taught so many life lessons that could never be taught in a classroom. The responsibility of taking care of another life even if it is a cow prepares you for so many things. It was a wonderful experience that I
- Meet a lot of people working hard to get awards and saw how difficult it will be to be successful as I go through other challenges in life
- I liked knowing that there are people who care about the education of students in Texas. They push going to college. That is important; I guess I know that even more now.
- The confidence and responsibility gained from this.

APPENDIX G**IF YOU COULD CHANGE ONE THING ABOUT THE HOUSTON LIVESTOCK
SHOW AND RODEO CALF SCRAMBLE PROGRAM WHAT WOULD IT BE
QUESTION RESULTS**

- Have more calves and more participants in the scramble.
- The stall space and decorations are ridiculous.
- I wouldn't it's a great program
- For the students with a different end result for their project to be able to purchase a market steer and or commercial steer with the certificate.
- More Bull Riding :)
- The amount of sponsors that actually come and see the projects at the show. I met my donors when I caught but after that I never heard or saw them at all. I sent my monthly letters and pictures and told them times and days I would be showing and never saw
- I would give scholarships to winners
- I would allow the scramble heifers to house with the school team; after all they are a team.
- Be able to spread the winnings around to other exhibitors by only allowing them to win one or two awards not three or more.
- Allowing dairy heifers to be bought again with the scramble money because the dairy show is slowly fading way
- I know that y'all want everyone to do well, but I thought the calves were a little too tame. They didn't really run like they should have, they just gave up.
- I would change the format of the scramble show. I feel that too many breeds were combined into one category. For example, the Red Brangus heifers competed against the Brahman heifers. These two breeds are very different as far as their characteristics.
- More contact from your sponsor
- Nothing it is the best. Other shows could learn something from this program
- More money to purchase better animals
- Nothing
- Have financial assistance during the duration of the scramble project.
- Maybe develop some kind of alumni program for past scramblers and meet up at

the HLSR once a year.

- Much more user friendly in past times, currently seems great
- I did not like spending a whole week at the show. It is too long and costly.
- Have bigger stalls and more help from that committee. My sponsor/donor showed NO interest in me or my heifer the whole week I was at the show, and lots of people asked where they were and I didn't know what to say, it was kind of embarrassing. I never mi
- Nothing
- Nothing
- To have a luncheon with our sponsor in the very end, like the TCCA Banquet. Just to thank them for all their contributions.
- Give more money to purchase the heifer
- That everybody gets a chance to win and award, not just the people that have "connections". Other than that the show is great and I'm excited about coming back this year with my cow/calf pair.
- I think that if the student were to spend say only \$500 on their heifer then Houston should send the contestant a check for the remainder of the certificate. There are so many more costs than just the purchase of the animal and as long as the contestant s
- Spread awards out more, so many people had good scrap books and animals and many received multiple awards, would like to see awards spread among contestants, if you win a major you should get several minor awards they should go to others
- The record keeping was hard for me. It might help to have examples online so that we you start to put the record book together you can see some examples. I saw a lot of examples in the beginning, and then I just didn't remember them when I started doing
- The need to decorate the stall by making a board of some kind and the documentation needed monthly, pictures, and a scrapbook. The raising of the animal is work enough along with school work, homework, and extra-curricular activities we choose to participate

- The major problem I see is the judging of books which I feel is judged more on quantity not on quality. Also the stalling for our heifers was full of pig feces.

VITA

Merrideth Michelle Kuhl received her Bachelor of Science degree in Animal Science from Texas A&M University in College Station in 2007. She entered the Agricultural Education program at Texas A&M University in August 2007 and received her Master of Science Degree in May 2009. Her research interest includes Extension Education and Youth Development.

Ms. Merrideth Michelle Kuhl can be reached at the Bastrop County AgriLife Extension Office, P.O. Box 650, Bastrop, TX, 78602. Her email is mmkuhl@ag.tamu.edu.